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## FISCAL IMPACT REPORT

**ORIGINAL DATE** 02/06/14  
**SPONSOR** Ingle **LAST UPDATED** \_\_\_\_\_ **HB** \_\_\_\_\_

**SHORT TITLE** ENMU Student Support **SB** 267

**ANALYST** Hartzler-Toon

### APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY14	FY15		
	\$200.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

### ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY14	FY15	FY16	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
<b>Total</b>		\$200.0	\$200.0	\$400.0	Recurring	General Fund

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates an Appropriation in the General Appropriation Act: Section 4J Higher Education, Eastern New Mexico University, Student Success Programs

### SOURCES OF INFORMATION

LFC Files

#### Responses Received From

Higher Education Department (HED)

Eastern New Mexico University (ENMU)

### SUMMARY

#### Synopsis of Bill

Senate Bill 267 appropriates \$200 thousand from the general fund to Eastern New Mexico University (ENMU) to design and implement a student support program that identifies and provides outreach to high-risk students.

### FISCAL IMPLICATIONS

As drafted, the appropriation of \$200 thousand contained in this bill is a nonrecurring expense to

the general fund. Any unexpended or unencumbered balance remaining at the end of FY15 shall revert to the general fund. However, should this appropriation be included in Section 4 of the General Appropriation Act (GAA) as a line-item for ENMU, the funding would be considered recurring and nonreverting unless explicitly stated. (The FIR tables for this bill reflect a recurring appropriation.)

In FY14, ENMU received general fund appropriations for two programs that, together, identify at-risk students and provide tutoring, other academic supports, and other counseling services to such students. The student success program provides similar services to upper division undergraduate and more advanced assistance to graduate students to help them succeed as faculty and advanced practitioners in their chosen fields. The purpose of such programs is to improve semester-to-semester and year-to-year retention rates, and eventually increase the number of students who complete academic programs. The FY14 appropriations were \$195.5 thousand for the at-risk student tutoring program and \$455.8 thousand for the student support program.

For FY15, ENMU requested a \$200 thousand increase for these programs. The HAFC adopted the LFC's recommendation for these programs: \$245.5 thousand for the at-risk program and the FY14 level for the student success program. The appropriation in SB 267 could supplement either of these programs or add another component to the at-risk program.

### **SIGNIFICANT ISSUES**

As the rate of high school graduates remains flat and students enter college requiring more supports, ENMU and other institutions are working to improve retention rates. According to ENMU, using evidence-based approaches to identify high-risk students and develop personalized intervention programs greatly improves the likelihood that students will continue and complete academic programs. With more than half of entering ENMU students requiring some level of remedial reading, writing, and/or math, the university continues to develop ways to help students complete and succeed at doing college-level work.

### **PERFORMANCE IMPLICATIONS**

As part of the annual budget process, ENMU reports performance measures and targets for the at-risk tutoring and student success programs. The university suggests that, should SB 267 be enacted, additional measures could include providing STEM course/labs to supplement instruction, coordinate services for 100 at-risk students across campus (with 70 percent persisting to a second semester course schedule), and provide career counseling to an additional 300 students.

### **RELATIONSHIP**

SB 267 relates to ENMU's current line-appropriations in the GAA for the at-risk tutoring and student success programs.

THT/ds